



Date	Autumn 2014
Key stages	KS2
School type	LA maintained, primary
Themes	Pupil premium Curriculum

Raising attainment and narrowing the gap effectively (RANGE)

38 primary schools in 6 Hertfordshire districts

Context

The 'RANGE' (Raising Achievement Narrowing Gaps Effectively) project was co-funded by the National College of Teaching and Leadership (NCTL), Hertfordshire local authority and the University of Hertfordshire. The project was led by the schools themselves and involved 38 primary schools in six districts during the 2013-14 academic year. The project eligibility criteria included schools where the gap between those children eligible for Pupil Premium and those who were not, was unacceptably high. Schools worked in clusters and focused on different themes, so that the impact of actions could be better measured and understood.

Targets set by the RANGE project

The vast majority of the schools in the project had 'received' a whole raft of initiatives over the years to support them in raising achievement. This included a number of National Strategy initiatives and Hertfordshire's own improvement strategies. It was felt that, although there had been some impact on achievement, often it was not sustained, as once the support was withdrawn, the schools' performance fell away once more. Many of the schools in the project felt they had been 'done unto' over the years without really taking ownership of improvement strategies.

Each school was set an aspirational target:

- ◆ to meet floor targets in 2014 and improve KS2 results
- ◆ to narrow the free school meals (PPG)/ non PPG achievement gap to no more than 20 ppts
- ◆ 80% of teaching to be good or better
- ◆ senior and middle leaders to be effective in driving improvement

Impact

Data

The 2014 data has provided significant evidence of the impact of the RANGe pilot project:

- ◆ 29 of the 38 schools improved their overall attainment measures at L4+ in reading, writing and mathematics (R,W,M) in 2014 compared with 2013.
- ◆ Fifteen schools improved their R,W,M outcomes by ten percentage points or more.
- ◆ On average the RANGe schools achieved 69% of children reaching L4+ in R,W,M in 2013. In 2014 the average for all the RANGe schools was 79%. The increase across Hertfordshire rose from 80% in 2013 to 83% in 2014, indicating that the RANGe schools made greater progress than the Hertfordshire average.
- ◆ In 2013 only 46% of PPG children achieved L4+ in R,W,M. In 2014 this increased to 56%.
- ◆ Three RANGe schools were below 'Floor' (65%) in 2014. This compares with 12 RANGe schools below 65% in 2013.
- ◆ On average the PPG/non PPG gap of the 38 schools is 12.6 ppts
- ◆ The largest gap reduction was recorded in a school that reduced the gap from 42 ppts in 2013 to 7 ppts in 2014.
- ◆ One school moved from only 25% of PPG children reaching L4+ in RWM in 2013 to 82% in 2014.

- ◆ One junior school moved from 44% of PPG children reaching L4 in 2013 to 78% in 2014, this resulted in the PPG children actually doing better than the non PPG children.
- ◆ At the last visit of an HfL achievement adviser the quality of teaching and learning in 70% of RANGe schools was judged as good or better.
- ◆ At the end of the project leadership and management was judged good in 78% of RANGe schools.

What has driven the success of the project?

Participants in the pilot, in collaboration with the University of Hertfordshire, have identified the key elements that have driven the success of the project as follows:

- ◆ Determination of the leadership to own and drive the initiatives and really embed the practice – resolute leadership
- ◆ Collaboration with other schools, working together but focusing and specialising on specific strands of work helped to determine and evaluate more effectively what was making a difference, what to do more of and what to stop doing

Contact details

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If you have an aspect of interesting practice that could be shared or are interested in finding out more about a case study please get in touch by emailing exchangingexcellence@hertsforlearning.co.uk

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